Lisa Jones and Nicole Gilbert

**Topic:** The Water Cycle (Digital Story Telling)

**Content Standards:**

SC Standard 4-4: The student will demonstrate an understanding of weather patterns and phenomena.

4-4.1 Summarize the processes of the water cycle (including evaporation, condensation, precipitation, and runoff).

SC Standard 6-4: The student will demonstrate an understanding of the relationship between Earth’s atmospheric properties and processes and its weather and climate.

6-4.2 Summarize the interrelationships among the dynamic processes of the water cycle (including precipitation, evaporation, transpiration, condensation, surface-water flow, and groundwater flow).

**ISTE Standards:**

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

b. create original works as a means of personal or group expression.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

**Essential Question:**

How do we get the water that we use in our daily lives?

1. **Mini lesson** 
   1. The teacher displays the essential question and reads *A Drop Around the world*  by Barbara Shaw McKinney and Michael S. Maydak. As the teacher reads, she guides students in a discussion of these content questions:
      * What is a cycle?
      * How do the parts fit together in the Water Cycle?
   2. The students review the parts of the Water Cycle and discuss first person point of view.
   3. The teacher explains that partners will be working together to create a story about a raindrop's journey through the water cycle. Partners will create a digital story using PhotoStory 3.
   4. The teacher distributes the checklist and explains how students will use it to guide their writing .
   5. The teacher distributes the rubric and uses it to explain what makes a good digital story and how the digital stories will be graded.
2. **Team Work**
   1. Students brainstorm ideas of how to write a story from a raindrop's point of view. The teacher creates a class chart of ideas.
   2. The teacher assigns partners, and partners begin writing rough drafts.
   3. When finished with the rough draft, partners edit and revise the story using their checklist.
   4. Partners search for pictures to use. Pictures can be saved in the students' writing folders on the shared drive
      * http://pics4learning.com/
      * DISCUS (SC Virtual Library)
      * http://photography.nationalgeographic.com/photography/?source=NavPhoHome
      * http://www.flickr.com/photos/63278381@N03/galleries/72157626806403528/
   5. Partners map out their digital story using a paper story board and their final draft. In the story board, the students decide which pictures to use where and create captions for each picture using the final draft of their writing.
   6. Partners create a digital story using PhotoStory 3. They create the frames by adding their saved pictures and audio captions from their story board.
   7. Partners review their digital story using the rubric.
3. **The Audience’s Responses**
   1. The class will view each digital story.
   2. A link to the digital stories will be posted on the class blog so that parents, teachers and administrators can read comments.

**Assessments:**

1. Checklist
2. Teacher observations of discussions
3. Rubric

**Resources and Materials:**

1. Computer with internet connection
2. Computer microphone
3. *A Drop Around the world*  by Barbara Shaw McKinney and Michael S. Maydak
4. Folders containing notes on the Water Cycle
5. Pencils
6. Writing notebooks
7. Story board (see page 3)
8. Checklist (see page 4)
9. Rubric (see page 5)

Story Board Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Reviewer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

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| **CATEGORY** |  | **Student's Responsibilities Reviewer's Evaluation** | | |
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| Content/Development |  | I used brainstorming and a concept map or outline to create  and organize ideas. |  |
|  |  | I have a clear central idea about my topic. |  |
|  |  | My writing is clear and focused. I stay on topic. |  |
|  |  | I elaborate. My details give the reader important  information. |  |
|  |  |  |  |
|  | | | |
| Organization |  | My introduction is exciting and inviting and hooks the  reader. |  |
|  |  | My writing has a introduction, body and satisfying  conclusion. |  |
|  |  | My ideas flow well and are clearly connected to one another  using a variety of transitional devices. |  |
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| Voice |  | I vary the sentence structure so that my writing has rhythm  and phrasing. |  |
|  |  | I use correct tone and write to my audience. |  |
|  |  | I used vivid vocabulary to add variety: descriptive words  (adjectives and adverbs) and strong verbs that show not  tell ("darted" and "slithered"). |  |
|  |  |  |  |
|  | | | |
| Conventions |  | I used correct grammar. I don't change tenses or point of  view. My subjects and verbs agree. |  |
|  |  | I used correct punctuation: commas, periods, question  marks, quotation marks, and exclamation points. |  |
|  |  | I used correct capitalization: proper nouns, I, beginning of  sentences, titles |  |
|  |  | I used the correct spelling of words. |  |

<http://pblchecklist.4teachers.org>

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Digital Storytelling Rubric

Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CATEGORY | **4**  **Exemplary (Above the Standard)** | **3**  **Meets the Standard** | **2**  **Developing Knowledge** | **1**  **Below the Standard** |
| **Point of View - Purpose** | Establishes a purpose early on and maintains a clear focus throughout. | Establishes a purpose early on and maintains focus for most of the presentation. | There are a few lapses in focus, but the purpose is fairly clear. | It is difficult to figure out the purpose of the presentation. |
| **Voice - Pacing** | The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story. | Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience. | Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged. | No attempt to match the pace of the storytelling to the story line or the audience. |
| **Images** | Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors. | Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors. | An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical. | Little or no attempt to use images to create an appropriate atmosphere/tone. |
| **Economy** | The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long. | The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections. | The story seems to need more editing. It is noticeably too long or too short in more than one section. | The story needs extensive editing. It is too long or too short to be interesting. |
| **Grammar** | Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development. | Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story. | Grammar and usage were typically correct but errors detracted from story. | Repeated errors in grammar and usage distracted greatly from the story. |

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| **Final Score:** |

from http://www.umass.edu/wmwp/DigitalStorytelling/Rubric%20Assessment.htm